

# **EDRS 621: Qualitative Inquiry in Education**

**George Mason University  
College of Education and Human Development  
Educational Psychology Program**

Fall 2004  
Sept. 1 - Dec. 15  
Wednesdays 7:20 - 10:00 p.m.  
Robinson A 245

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## **Course Description:**

This course focuses on the study of basic application of naturalistic research methods. It examines major theoretical frameworks, and qualitative research techniques, which include content analysis, coding, and interpretation of data. **(Prerequisite: EDRS 590 or equivalent)**

## **Student Outcomes:**

Students completing EDRS 621 will be able to:

- gain a basic understanding of the development of current qualitative research methods and the theories and epistemologies that have influenced their development.
- understand the major approaches to educational research.
- gain an understanding of features and distinctions of modernist theoretical frameworks used in interpretive social science research.
- gain an understanding of basic grounded theory approaches to qualitative data interpretation, including the iterative processes of basic coding, category generation and identifying themes.
- define, critique and produce a research question and proposal for a basic qualitative research study.
- design and carry out a small-scale qualitative research study.
- find, understand, evaluate, and apply published research that is relevant to their field.
- deal appropriately with ethical issues in research.
- analyze data using qualitative research software.

## **Program Goals & Professional Standards:**

The program goals are consistent with areas of expertise associated with the following learner-centered psychological principles (APA Division 15) outlined by the American Psychological Association Presidential Task Force in Education.

- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 13: Learning and Diversity

Please see: American Psychological Association (1997). *Learner-centered psychological principles: Guidelines for the teaching of educational psychology in teacher education programs*. Retrieved October 14, 2002, from <http://www.apa.org>

**Nature of Course Delivery:**

This course is designed to be highly interactive as students are guided through the process of learning to use, conduct, and write about qualitative research in education. The course will be taught using lectures, class discussions, and individual and group activities. Technologies such as web-based discussion boards and qualitative research software may also serve as a medium for instruction.

**Course Requirements:**

Assignment	Due Date	Grading	
1. Participation/ Class Activities	on-going	10%	Complete required readings and participate in class activities and discussions.
2. Researcher development Memos	9/15,10/20, & 11/17	15%	Write 3 researcher memos to reflect on the of your research project throughout the course.
3. Design Proposal	9/29	25%	Write and present a research design proposal for your final qualitative research project.
4. Article Critique	11/3	20%	Write a full critical analysis of a qualitative research article on a topic related to your area of interest.
5. Final Project	12/15	30%	Design, conduct, and write up results of a qualitative research project on a problem of your choosing.

You will receive detailed guidelines and scoring rubrics for each assignment. It is important to complete all required readings, attend class, be on time, and participate in class activities and discussions every week. Students who miss 3 or more classes will be lowered a grade. No late assignments will be accepted except under extreme circumstances.

Assignments will use George Mason University's grading scale for graduate courses:

A	93-100 (4.0)	B	80-86 (3.0)
A-	90-92 (3.67)	C	70-79 (2.0)
B+	87-89 (3.33)	F	0-69 (0.0)

Any course for which a student receives a C or an F may not receive credit towards a degree program. Students must maintain a 3.0 average in their degree program and present a 3.0 on the courses listed on the graduation application.

**Statements of Expectations:**

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. For a listing of these dispositions, see: <http://www.gse.gmu.edu>
- Students must follow the guidelines of the University Honor Code. For the full honor code, see: [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12)
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor in writing at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

### **Required Textbooks:**

Bogdan, R. & Biklen, S. (2002). *Qualitative research for education: An introduction to theory and methods* (4<sup>th</sup> ed.). Needham Heights, MA: Allyn & Bacon.

Maxwell, J. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage Publications.

### **Other Required Readings:**

Deering, P. (1996). An ethnographic study of norms of inclusion and cooperation in a multiethnic middle school. *The Urban Review*, 28, 21-39.

Jacob, E., Johnson, B.K., Finley, J., Gurski, J.C., & Lavine, R.S. (1996). One student at a time: The cultural inquiry process. *Middle School Journal*, (1996 March) 29-35.

### **Recommended Readings:**

Becker, H.S. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago: University of Chicago Press.

Coffey, A. & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks, CA: Sage Publications.

Locke, L.F., Silverman, S.J., & Spirduso, W.W. (1998). *Reading and understanding research*. Thousand Oaks, CA: Sage Publications.

Marshall, C. & Rossman, G.B. (1995). *Designing qualitative research*, (2<sup>nd</sup> ed.), Thousand Oaks, CA: Sage Publications.

Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis*, (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.

Reason P. (1994). Three approaches to participative inquiry. In N..K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 324-339). Thousand Oaks, CA: Sage Publications.

Strauss, A. (1995). Notes on the nature and development of general theories. *Qualitative Inquiry*, 1, 7-18.

Wolcott, H.F. (2001). *Writing up qualitative research*, (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.

Wolcott, H. F. (1990). On seeking and rejecting validity in qualitative research. In E. W. Eisner & A.

Peshkin (Eds.), *Qualitative inquiry in education: The continuing debate* (pp. 121-152). New York: Teachers College Press.

### Course Schedule:

Week / Date	Topics & Class Activities	Readings & Assignments Due
WEEKS 1-4	DESIGNING THE STUDY	
1) Sept. 1:	Introduction to qualitative research. Overview of course and syllabus. <b>Begin planning for research projects.</b>	
2) Sept. 8:	Foundations of qualitative research. Planning & setting a purpose for research.	Bogdan & Biklen, Chp. 1 Maxwell, Chp. 1-2
3) Sept. 15:	Establishing a conceptual context. Designing research questions.	Maxwell, Chp. 3-4 <b>MEMO #1 DUE</b>
4) Sept. 22:	Research design & types of studies. Choosing methods & ensuring validity.	Bogdan & Biklen, Chp. 2 Maxwell, Chp. 5-6
WEEKS 5-10	CONDUCTING THE STUDY	
5) Sept. 29:	<b>Present Research Design Proposals.</b>	Maxwell, Chp. 7 <b>DESIGN PROPOSAL DUE</b>
6) Oct. 6:	Conducting fieldwork. Establishing research relationships.	Bogdan & Biklen, Chp. 3
7) Oct. 13:	Using qualitative research software. (Guest Speaker on use of NVivo) <b>Meet in Computer Lab: Robinson A352</b>	<u>Library Research:</u> Locate & read an article to use for your critique.
8) Oct. 20:	Reading & analyzing qualitative research.	Deering (1996)

		<b>MEMO #2 DUE</b>
9) Oct. 27:	Data collection techniques. Using fieldnotes, observations, & interviews.	Bogdan & Biklen, Chp. 4
10) Nov. 3:	Data analysis techniques. Transcribing, coding, & identifying themes.	Bogdan & Biklen, Chp. 5 <b>ARTICLE CRITIQUE DUE</b>
WEEKS 11-16	WRITING & APPLYING QUAL. RESEARCH	
11) Nov. 10:	Writing about qualitative research.	Bogdan & Biklen, Chp. 6
12) Nov. 17:	Applying qualitative research to educational issues and practice.	Bogdan & Biklen, Chp. 7 <b>MEMO #3 DUE</b>
13) Nov. 24:	<b><i>THANKSGIVING HOLIDAY</i></b>	
14) Dec. 1:	Qualitative research in action.	Jacob et al., (1996)
15) Dec. 8:	Course review and reflection.	(No Reading)
16) Dec. 15:	<b>Final Projects presented in class.</b>	<b>FINAL PROJECT DUE</b>

**GUIDELINES FOR PARTICIPATION & IN-CLASS ACTIVITIES**  
**EDRS 621: Qualitative Inquiry in Education**

Active class participation is crucial to this class. Participation includes:

1. Regular and punctual attendance at all class sessions.
2. Completing all of the assigned course readings for each session.
3. Participating in all class activities and discussions, including group work.
4. Sharing insights, information, and relevant experiences with classmates.
5. Respecting the opinions, ideas, and contributions of others.

Participation and in-class activities will be graded using the following scoring rubric:

**Participation Scoring Criteria (worth 2 points each)**

Point Values

2 = Criterion is clearly and completely fulfilled.

1 = Criterion is partially fulfilled.

0 = Criterion is not fulfilled.

— Attends regularly missing no more than two class sessions during the course.

— Demonstrates completion of course readings through discussions and postings.

- Participates actively in class activities and discussions.
- Brings homework assignments, materials, and examples to share with colleagues.
- Demonstrates respect for colleagues through thoughtful contributions and questions.

\_\_\_\_\_ **Participation (10 points total)**

**GUIDELINES FOR RESEARCHER MEMOS**  
**EDRS 621: Qualitative Inquiry in Education**

1. You will be assigned three specific topics for your researcher memos. Each topic will require you to reflect on your thinking and actions as a qualitative researcher.
2. Remember that this is a personal memo and should be written in the first person as you describe your development as a qualitative researcher.
3. Write one reflective memo for each topic and submit this memo by the assigned due dates: 9/15, 10/20, and 11/17.
4. Each memo should be no more than 2-3 pages, double-spaced, and should address the questions you will be given for reflection on each topic.
5. Each memo will be worth 5 points for a total of 15 points for all three memos.

## RESEARCHER MEMO SCORING RUBRIC

### Criteria (worth 1 point each)

- Adequately addresses the assigned topic.
- Answers all of the guiding questions for memo.
- Reflects on topic and relates personal thoughts and experiences.
- Writing is mostly clear, concise, and correct.
- Submits no more than 2-3 pages within allotted time frame.

\_\_\_\_\_ (5) Memo1 (Due Date 9/15)

\_\_\_\_\_ (5) Memo 2 (Due Date 10/20)

\_\_\_\_\_ (5) Memo 3 (Due Date 11/17)

\_\_\_\_\_ **(15 points total)**

## GUIDELINES FOR DESIGN PROPOSAL EDRS 621: Qualitative Inquiry in Education

**Purpose:** To develop a qualitative research design proposal for your final research project and present this proposal to your professor and colleagues for feedback and comments.

### **Procedures:**

1. Decide on an area of research that interests you in a familiar setting in which you may be able to gain entry as a researcher in a short period of time.
2. Write a 4-6 page **report** describing your proposed research design and include the following components:
  - **Introduction** - Briefly explain the overall topic you have chosen for your research and the

basic problem or issue you hope to address.

- **Purposes** - Using the ideas from your Purposes Memo, briefly describe your personal, practical, and professional purposes for wanting to conduct this research.
  - **Conceptual Context** - Give a short summary of how your proposed research study fits into what we already know about your topic or area of interest. You may want to cite one or more prominent authors or studies that relate to your topic.
  - **Research Questions** - Develop the specific problem, issue, question, or situation that you want to investigate and list the specific research question or questions you hope to answer with this proposed study.
  - **Methods** - Describe the specific methods you plan to use for your study including the specific setting, possible participants, type of data collection techniques to be used such as interviews or observations, number and length of data collection sessions, and how you will gain access to your research participants.
  - **Validity** - Explain any difficulties that you foresee in carrying out your plans and obtaining valid data and suggest ways that you may be able to strengthen the validity of your study.
3. Using your design proposal report, prepare a brief **presentation** to describe your proposed research study to your professor and colleagues. This presentation should last no more than 5-10 minutes including time for questions and comments. You should prepare a diagram, outline, or Power Point slides (no more than 6) as a visual aid and make a single-page handout to use for your presentation.
  4. Attach your **Human Subjects Review Board forms** to be submitted for your study.
  5. Design Proposals are due **September 29<sup>th</sup>** and will be presented in class that evening.

## DESIGN PROPOSAL SCORING RUBRIC

### Criteria

#### **4 Outstanding**

- Clearly describes research topic and purposes for conducting this study.
- Gives sufficient contextual background to justify study, citing important authors and relevant literature as needed.

- Research questions and methods are well thought out, reasonable, and clearly detailed.
- Potential validity and other issues are adequately addressed with possible remedies offered.
- Uses concise, coherent, well-organized writing with correct APA style and few errors.

### **3 Competent**

- Description of research topic and purposes may be inadequate or lack clarity.
- Some contextual background and citations are given, but may be insufficient to justify study.
- Research questions and methods may be partially detailed or may be somewhat unrealistic.
- Potential validity and other issues are addressed briefly and/or limited remedies are offered.
- May write with some lack of clarity and/or inconsistent APA style with some errors.

### **2 Minimal**

- Description of research topic and/or purposes may be incomplete or missing.
- Contextual background may be insufficient and/or lack references to relevant authors or literature.
- Research questions and methods are not fully detailed and/or are unrealistic for this study.
- Potential validity and other issues are addressed inadequately or incorrectly.
- May write with a lack of clarity and coherence, many errors, or incorrect APA style.

### **1 Unsatisfactory**

- Lacks a description of research topic and/or purposes.
- May give little or no contextual background to justify study.
- Research questions and methods are not described and/or are totally lacking.
- Potential validity and other issues are not addressed.
- Writes with little clarity or coherence, many errors, and/or no use of APA style.

\_\_\_\_\_ (20 points)

#### **Written Report**

\_\_\_\_\_ (5 points)

#### **HSRB Forms** (Components worth 1 point each)

- Completed application & abstract
- Description of protocol
- Informed consent document
- Instruments (interview guides, etc.)
- Approval from cooperating institution/organization (if needed)

\_\_\_\_\_ (**25 points total**)

\_\_\_\_\_ **FINAL GRADE** (24-25 A, 23 A-, 22 B+, 20-21 B)

## **GUIDELINES FOR ARTICLE CRITIQUE** **EDRS 621: Qualitative Inquiry in Education**

**Purpose:** To read and review a published qualitative research study from an academic journal

or edited book and analyze the research design, quality, and relevance for your educational area of interest.

**Procedures:**

1. Locate and read an academic journal article or book chapter related to your area of interest that reports on a qualitative research study. Be sure to get your article approved by the instructor.
2. Write a 4-6 page critique of the article including the following components:
  - **Summary:** Give a brief summary of the research study including the author's purposes, conceptual context, research questions, methods, results, and conclusions. Be sure to include the most important points and arguments of the study.
  - **Analysis:** Use the 12 questions from Locke, Silverman, & Spirduso listed below to critically analyze the study. Not all of the questions may be relevant for your article, but be sure to address the main issues of credibility and validity and look closely for any limitations and/or issues that might make you question the methods or results of the study.
  - **Implications:** Explain what useful ideas the article contains both for you as a practitioner and as a researcher. Briefly describe how the results might be applied in practice and explain what methods or ideas might be relevant for your own research project.
3. Include the full citation for your article or book chapter using complete, correct APA style, and attach a copy of the article for me to review (this will be returned to you).
4. Article critiques are due on **November 3<sup>rd</sup>**.

**A Dozen Questions to Ask When Reading Research:**

(from Locke, Silverman, & Spirduso, 1998, pg. 55)

1. Has the paper been peer reviewed for a refereed journal?
2. Is evidence of replication available to support the results?
3. Is a conflict of interest evident for the person(s) doing, sponsoring or disseminating the study?
4. Can the question(s) asked be answered in the study?
5. Is evidence of technical problems apparent in design or analysis?
6. Are sample composition and size adequate to address the question(s) asked and to support the conclusions reached?
7. Are the conclusions offered supported by the findings?
8. Is there indication that the investigator was careless in conducting or reporting the study?
9. Does the author say things about the study that appear to be examples of a poor understanding of scholarship?
10. Is the author conscientious in frankly drawing your attention to limitations imposed by the design or sample, or compromises made to circumvent problems?
11. Did you encounter any other reason for suspending trust in the study?
12. Do you understand all of the report, or, in all honesty, do you require assistance with some elements?

## ARTICLE CRITIQUE SCORING RUBRIC

### Criteria

#### **4 Outstanding**

- Gives a clear and complete summary of the study including all necessary components.
- Gives a complete analysis of the study, relating specific examples to justify critique.
- Relates article to personal situation with clear implications for practice and research.
- Shows thorough use of course readings, guidelines, and questions to support critique.
- Uses concise, coherent, well-organized writing with correct APA style and few errors.

#### **3 Competent**

- Summary of the study may be mostly complete but lack some components or clarity.
- Analysis may be somewhat limited or includes few examples to justify critique.
- Implications for practice and research may be somewhat general, lacking personal connection.
- Shows some use of course readings, guidelines, and questions to support critique.
- May write with some lack of clarity and/or inconsistent APA style with some errors.

#### **2 Minimal**

- Summary of the study may be somewhat incomplete or unclear.
- Analysis is limited and/or lacks examples to justify critique.
- Implications may be general and lack specific connection to practice and/or research.
- Shows limited use of course readings, guidelines, and questions to support critique.
- May write with a lack of clarity and coherence, many errors, or incorrect APA style.

#### **1 Unsatisfactory**

- Summary of the study is brief, incomplete, unclear, and/or incorrect.
- Gives little or no analysis of study and lacks examples to justify critique.
- Draws few or no implications for practice or research.
- Shows no use of course readings, guidelines, and questions to support critique.
- Writes with little clarity or coherence, many errors, and/or no use of APA style.

\_\_\_\_\_ **(20 points)**      \_\_\_\_\_ **Final Grade** (19-20 A, 18 B+, 17 B, 16 B-, 14-15 C)

## GUIDELINES FOR FINAL PROJECT

**Purpose:** To design, conduct, and write the results of a small-scale qualitative research project on a problem of your choosing in the educational psychology field.

**Conducting the Research:** The following steps must be followed throughout the project:

1. **Design the Study:** This step will be completed as part of the Design Proposal assignment and will be submitted, along with the necessary HSRB paperwork by Sept. 29<sup>th</sup>.
2. **Recruit Participants:** Find enough people who fit your target population that are willing to participate, can meet within your time frame, and will return your consent form quickly. (This should be done by early to mid-October.)
3. **Collect the Data:** Complete at least 2-3 interviews or observations (or a combination of both) with the participants in your study. Each should be at least 45-60 minutes and should be recorded either with audio-tape or through detailed field notes. (end of Oct./ early Nov.)
4. **Transcribe the Data:** Write out complete word-for-word transcripts of each of your interviews or thorough field notes from your observations. Be sure to use pseudonyms and change any person-identifiable information in these notes. (before Thanksgiving)
5. **Analyze the Data:** Using your transcripts, determine a list of "codes" to signal important issues and concepts in your data and mark these throughout the transcription notes. Based on your coding, sort the data into important themes to report on in your findings. (end of Nov.)

**Writing the Report:** Include the following components in your final report which should be about 10-15 pages (not including references and appendices):

- **Problem:** Use your design proposal to help you summarize your **topic area, purposes, conceptual context, and research questions.**
- **Methods:** Explain each of your methodological procedures, including how and why you chose and carried out each step, and describe the people, places, and techniques you used for your **research setting, participants, data collection, and data analysis.**
- **Findings:** Share your **findings** from the study, organized by the themes you identified in your analysis. Be sure to include supporting evidence in the form of quotes or descriptions from your interviews or observation notes.
- **Conclusions:** Describe the basic **conclusions** that can be drawn from your study and give potential **implications** for practitioners and/or researchers. Be sure to include whatever **limitations** apply based on your research design.

- **References:** List any sources used in citations throughout the paper using correct APA style. These may include course readings and/or important authors or literature from your conceptual context; however, there is no specific requirement for references.
- **Appendices:** Attach all of your research materials including transcripts, field notes, lists of codes, and any other notes you used to complete your research.

Final Projects are due on the final week of class, **December 15<sup>th</sup>**, and will be shared with colleagues in an informal session for discussion and feedback.

## **FINAL PROJECT SCORING RUBRIC**

### **Rating**

#### **5 Outstanding**

- Chooses appropriate research topic & describes problem with clarity and detail.
- Methods are well chosen, described, and justified for all components.
- Findings are well-organized with clear themes defined and ample evidence given.
- Conclusions and implications follow logically with clear justification and limitations.
- Appendices include complete materials that show thorough research work.
- Writing is complete, concise, and well-organized, with few stylistic or APA errors.

#### **4 Good**

- Chooses appropriate topic but may describe problem with some lack of clarity or detail.
- Methods are well chosen, but may not be fully described or justified for all components.
- Findings include well-defined themes but may lack some clarity or complete evidence.
- Conclusions & implications are somewhat connected with some justification and limitations.
- Appendices include complete materials showing adequate research work.
- Writing is mostly complete and concise, and may contain some stylistic or APA errors.

#### **3 Satisfactory**

- Topic may be slightly inappropriate and/or description of problem may lack clarity or detail.
- Methods may be slightly inappropriate and/or lack full description or justification.
- Findings include some themes but may lack definition, clarity, and/or ample evidence.
- Conclusions & implications may be loosely connected or lack justification and/or limitations.
- Appendices include most materials and/or show satisfactory research work.
- Writing is somewhat complete and may contain many stylistic or APA errors.

#### **2 Minimal**

- May choose inappropriate topic and/or lack full description of problem.
- Methods are somewhat inappropriate and/or missing a description of some components.
- Findings may be loosely organized with few themes, little clarity, and little evidence.
- Conclusions and/or implications may be incomplete, unjustified, or lack limitations.
- Appendices may include few materials and/or show limited research work.

— Writing may be unclear or incomplete with numerous stylistic errors.

### 1 Unsatisfactory

- Topic is inappropriate and/or no description of problem is provided.
- Methods are inappropriate and/or no description is given of many components.
- Findings are brief and lack thematic organization, clarity, and/or evidence.
- Conclusions and/or implications are missing or incoherent.
- Appendices do not include materials to show research work.
- Writing is incoherent and/or incomplete with errors that interfere with communication.

\_\_\_\_\_ (30 points)      \_\_\_\_\_ **Final Grade** (28-30 A, 27 A-, 26 B+, 25 B, 24 B-, 21-23 C)  
**STYLE SHEET**

**In preparing written materials and reports for this course, please use the following guidelines (based on the American Psychological Association's [APA] publication manual).**

1. The type of paper you are submitting, your name, and the course number should appear (in not larger than **size 12 font**) in the center of your **cover sheet** only as follows:

Final Project  
Catherine Jones  
EDRS 621: Qualitative Inquiry in Education  
Fall 2004

December 15, 2004

2. The **cover sheet** should also include a "**running head**" in the upper left corner (but not in the header) in which you list the paper's title or topic in 5 words or less:

RUNNING HEAD: Latino Immigrants Preparing for College

3. After the first page, every page following should use a **header** in the top right corner with an even **shorter title** (3 words or less), followed by the **page number** (cover sheet is page 1 even though no number is listed on that page). For example: Latino College Preparation 2

4. **Indent the first line of paragraphs** rather than using block style (flush to left margin) and use only **left justification** (not double justified margins). Use **double spacing** throughout text.

5. **Use headings and sub-headings** to indicate major sections of your presentation or report. Refer to the guidelines for each assignment for suggestions on major sections. Examples:

### Summary

XX  
XX

### Analysis

XX  
XX

## Implications

XX  
XX

6. Whenever you refer to information that comes from our course readings or another source, use within-text citations to give authors credit for their ideas. All within-text citations should appear in the reference list. **Avoid direct quotations; I would rather read what you have to say than someone else's words.** Use the following guidelines for when to cite:

- When using the author(s)'s thoughts or concepts explicitly but not quoting directly;
- When using a thought or concept unique to the author(s).
- Thoughts or concepts representing common knowledge or generally known facts should not be referenced.

7. For **within-text citations** in a report or presentation, provide the last name of the author and the year of the publication. If referring to an edited volume or a compilation of different writers' work, refer to the author, editor or publisher, and the year (**page numbers are only included for direct quotations**). Always check the spelling of authors' names, and pay special attention to the order of their names (These are not typically listed alphabetically but by the importance of each author's contribution to the work; lead authors are listed first because they have taken more responsibility than their co-authors). Put the period **AFTER** the citation or parentheses containing the reference. See the following examples:

I used triangulation to cross-check various data sources to improve the validity of my study as suggested by Maxwell (1996).

Internal sampling can help focus the study and allow a more thorough range of perspectives to be explored (Bogdan & Biklen, 2003).

8. **Provide a list of references** for all within-text citations only. This means that if you do not refer to a publication in your report, you should not add it to your list of references. List references alphabetically by last name, followed by the year in parentheses, the title (in italics), the place of publication, and the publisher. Use the following examples for your list of references. Indent each line after the first in each reference.

### **Book:**

Bogdan, R.C. & Biklen, S.K. (2003). *Qualitative research for education: An introduction to theory and methods* (4<sup>th</sup> ed.). Needham Heights, MA: Allyn & Bacon.

### **Chapter in an Edited Book:**

Erickson, F. (1993). Transformation and school success: The politics and culture of educational achievement. In E. Jacob & C. Jordan (Eds.), *Minority education:*

*Anthropological perspectives* (pp. 27-51). Norwood, NJ: Ablex.

**Journal Article:**

Deering, P. (1996). An ethnographic study of norms of inclusion and cooperation in a multiethnic middle school. *The Urban Review*, 28, 21-39.

**On-line Resource:**

American Psychological Association (1997). *Learner-centered psychological principles: Guidelines for the teaching of educational psychology in teacher education programs*. Retrieved October 14, 2002, from <http://www.apa.org>

9. **When to use *et al.* (no period after *et*):** Only for within-text citations of more than two authors. Use *et al.* after the first full reference listing all authors.

10. If you want to use **acronyms**, spell out what each stands for the first time it appears in your paper, For example: Human Subjects Review Board (HSRB). Be sure to explain fully any term or acronym that someone outside of your context might not readily recognize. Acronyms stand alone, without periods, as in:

HSRB      APA